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ABSTRACT

The Utah Elementary Integration Dissemination (UEID) Project of the University of Utah disseminates proven instructional planning and delivery practices used in the education of young children with severe disabilities and provides technical support for inclusive programs and pratices for these students. Many rural school districts are forced to find alternative service patterns for students with low incidence disabilities. School districts participating in UEID project use various service delivery models, including the itinerant service delivery model. An example of one itinerant teacher serving four different schools shows the varied responsibilities required of these teachers. An Implementation Review Checklist was administered three times per year to each participating UEID school. The checklist covers information on education outcomes such as percent of time in inclusive settings, quality of individualized education programs (IEPs), progress on IEPs, quality of instructional programs, and progress on instructional programs. It also includes management outcomes such as teaming with classroom teachers and teacher contacts, schedules that document instruction across natural settings, and evidence of data collection and summaries for individual student programs. Tables show improvements from baseline to final assessment in all areas. The data indicate that service delivery patterns and differential job duties of rural educational personnel did not negatively impact the educational outcomes of students with severe disabilities in participating sites. Contains 21 references and the UEID Implementation Checklist. (KS)

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ED 369 609

VARIABLES AFFECTING ITINERANT MODEL SERVICE DELIVERY IN RURAL SETTINGS

Current research indicates that the opportunity for disabled and nondisabled students to attend the same school together results in significant educational and social benefits for both groups of students (McDonnell, et. al, 1991). Many studies find that integrated programs are superior to segregated programs on variables including: (1) IEP Quality and rate of IEP goal completion (Hunt & Farron-Davis, 1992; Brinker & Thorpe, 1984; Hunt, Goetz & Anderson, 1986), (2) gains in communication and social skills (Gaylord-Ross & Peck, 1985; Jenkins, Odom, & Speltz, 1989), and (3) appropriateness and frequency of interactions with peers without disabilities (Brinker & Thorpe, 1986; Gaylord-Ross & Peck, 1985; Haring Breen, Pitts-Conway, Lee, & Gaylord-Ross, 1987; Lord & Hopkins 1986; Voeltz, 1982).

Also several studies indicate that the opportunity to attend integrated educational settings contributes to the post-school adjustment of young adults with disabilities (McDonnell, et. at., 1991; Brown et al, 1987; S. Hasazi, Gordon, & Roe, 1985; S. Hasazi, Johnson, J. Hasazi, Gordon, & Hull, 1989; Piuma, 1990).

In addition, integrated educational programs for students with severe disabilities also appear to have positive benefits for students without disabilities. Students without disabilities who have regular and frequent contact with peers who are disabled develop positive attitudes and perceptions about persons with disabilities with their nondisabled peers (Sasso & Rude, 1988).

In concordance with these findings, greater number of students with severe disabilities are being educated in public schools within their respective communities. With the increased focus in providing appropriate educational opportunities to students with severe disabilities in their local community schools comes the concern over lack of adequate staff to meet individual student needs in these schools.

DESCRIPTION OF UEID PROJECT

The Utah Elementary Integration Dissemination (UEID) Project of the University of Utah recognizes these concerns and has attempted to delineate various service patterns that are provided by teachers and related service providers in rural districts. Working with 18 rural and 3 urban teams (See Table 1), the project has been successful in supporting regular educators throughout the state in over one-third of the school districts in Utah. The UEID Project is a federally funded three year grant from the United States Department of Education, Office of Special Education and Rehabilitation Services, operating through the Department of Special Education of the University of Utah. The project's purpose is to disseminate proven instructional planning and delivery practices, used in the education of young children with severe disabilities. UEID Project staff provided inservice training and technical assistance to professionals and parents who had students with severe intellectual and/or multiple disabilities in their neighborhood schools. Most students enrolled in the programs were classified as "severely intellectually handicapped" (i.e., IQ below 59 with significant deficits in adaptive behavior) or "severely multiply handicapped" (i.e., two or more primary handicapping conditions that interfere with total independent functioning), according to the guidelines of the Utah State Office of Education (1988b). The project focused on the refinement and wider replication of model practices established through the Utah Elementary Integration Project (McDonnell, et al., 1991). A previously funded federal project, UEI served for three years to establish a cooperative between the

RC 019579

University of Utah's Department of Special Education, the Utah State Office of Education and six urban and rural school districts. This group was responsible for the development and implementation of a comprehensive service delivery model for the provision of educational services for young students with severe disabilities. Critical to this model was the establishment of practices as to facilitate the placement of students at sites within their natural school catchment areas (i.e., neighborhood school). UEI model development and implementation activities resulted in significant gains in adaptive behavior for the participating students, as well as increased in-school integration into age-appropriate regular education classes, and expanded participation in the natural social groups and networks of the school and neighborhood.

During the three year funding period of the most recent project, UEID achieved the following goals:

a) Development of a cadre of regional educational specialists, from various Utah school districts, with the expertise to design and successfully implement neighborhood school programs.
b) Delivery of comprehensive training and technical assistance for model practices, through these regional specialists, to twenty-five building/district cohorts throughout the state.
c) Dissemination of proven "best practice" model procedures to teachers, related service providers, and administrators to support the placement of students with severe disabilities in neighborhood school programs and regular homeroom classrooms.
d) Provision of training to parents and guardians so as to assist them in working collaboration with local school districts in the development and implementation of neighborhood school programs.

As Utah is a state with inherent rural needs a number of practices and model variations unique to rural school districts have been developed and field tested by the project. UEID staff and regional specialists from across the state(i.e., special education mentors from throughout the state the project has chosen, trained, and supported) have come to recognize a number of common needs for many of the rural communities as they begin to tackle school changes associated with supported inclusion. Three of these concerns will serve as the emphasis of this paper and conference presentation. They are the (a)extended job responsibilities and job duties that were not correlated with preservice training, (b) a differential service delivery pattern of teachers and related service providers, resulting in (c) the impact on the quality of education.

Table 1
Profile of Cooperating School Districts (UEID)

District Name	District Descriptors				
	Years with UEID Project	Number of Students Enrolled (K-12)	Community Setting(s)	UEID Teacher Assignment	Number of District Supported UEID Schools
Duchesne	2	4,289	Rural	Full-time also serving students with mild/moderate disabilities	1
Garfield	2	1,100	Rural	Full-time also serving students with mild/moderate disabilities	1
Grand	2	1,531	Rural	Full-time	1
Iron	3	5,256	Rural	Itinerant	4

District Name	District Descriptors				
	Years with UEID Project	Number of Students Enrolled (K-12)	Community Setting(s)	UEID Teacher Assignment	Number of District Supported UEID Schools
Kane	1	1,409	Rural	Full-time also serving students with mild/moderate disabilities	1
Murray	3	6,627	Urban	Full-time	1
Nebo	3	16,689	Rural	Full-time also serving students with mild/moderate disabilities	1
Ogden	1	12,478	Urban	Full-time also serving students with mild/moderate disabilities	1
Park City	3	2,220	Suburban	Full-time also serving students with mild/moderate disabilities	2
Provo	3	13,645	Urban/Suburban	Full-time	1
San Juan	2	3,377	Rural	Full-time	1
Sevier	3	4,923	Rural	Itinerant	3
South Sanpete	3	2,806	Rural	Itinerant/ Part-time	3
Tooele	3	7,307	Rural	Full-time also serving students with mild/moderate disabilities	2
Washington	3	13,961	Suburban	Full-time	2

Service Delivery Patterns and Job Responsibilities

Many rural school districts and schools are forced to find alternate service patterns for their students. The student populations of these districts and especially the low incidence of students with significant disabilities precludes the presence of full-time certified staff hired specifically to meet their needs at each "neighborhood school". Instead these districts must look for other alternatives such as the itinerant service delivery model. Table 2 depicts the variation in service delivery patterns of special educators who were the primary case managers for students with severe disabilities in these districts. Table 3 illustrates the variation of related service delivery patterns.

Table 2

Variation in Teacher Service Delivery 1 - 11 students with severe disabilities in each school	
Primary Server for Students with Severe Disabilities	
Full-time	One school
Full-time/Itinerant	Two or more schools
Part-time	One school
Part-time/Itinerant	Two or more schools
Consultant	Two or more schools
Shared Responsibility for Students with Mild/Moderate and Severe Disabilities	
Full-time	One school

Table 3

*Variation in Related Service Delivery	
Related Service Provider	Delivery Pattern
Occupational Therapist	1 x/month. Consulted with special educator and local school team
Physical Therapist	1x/week. Worked directly with student and consulted with special educator and local school team.
Speech and Language Pathologist	Same as above
Hearing Specialist	Same as above
Vision Specialist	Same as above
School Psychologist	Consultant on as-need basis
Augmentative Communication Team	Consult on as-need basis; Initial evaluation and follow-up on a case-by-case basis re:referral

*Data gathered from one site as representative of potential service patterns in other rural areas.

Job Duties

An example of the varied responsibilities of one itinerant teacher serving four different schools in a participating rural district is outlined here. Although this example is not meant to be representative of the duties of all teachers serving students with severe disabilities in participating rural sites, it is descriptive of the types of responsibilities they may have in these schools. Some responsibilities may include but are not limited to; 1) Coordinating integration of students with severe disabilities into their neighborhood schools, 2) Coordinating and collaborating with receiving schools/teachers in providing seamless transition for students with severe disabilities to the "next environment", 3) Providing inservice/training to administrators and faculty on supporting inclusion, 4) Coordinating and

participating transdisciplinary team observation, assessment and development of negotiated Individualized Educational Plans (IEP's) for students with severe disabilities, 5) Orienting, including and supporting parents in the IEP process, 6) Collaborating with team members in providing IEP-based scheduling within the age-appropriate natural performance settings, 7) Developing quality instructional programming for students with severe disabilities, according to their needs and IEP goals, 8) Evaluating student progress by providing data-based monitoring of instructional programs, 9) Collaborating with team members in facilitating social networks and out-of-school activities for students with severe disabilities, 10) Coordinating, training, and monitoring the performance of paraprofessionals in each elementary school, 11) Coordinating transdisciplinary team meetings related to supporting the needs of the student with severe disabilities, 12) Collaborating with and providing on-going support to general educators, 13) Providing training to elementary/middle school students in advocating for students with disabilities, and 14) Providing to resource teachers as acting case manager for all students in their respective schools, observation, feedback, consultation, technical assistance and/or in-service training in each of the areas mentioned above.

Measurement System

An Implementation Review Checklist (adapted from Paine, Bellamy & Willcox, 1984, & McDonnell & McDonnell, 1988, 1991) was the instrument used to measure the educational outcomes of students with severe disabilities in participating sites. This Review Checklist (See Appendix A) was administered three times per year for each school and contained student outcomes, staff outcomes, and classroom processes.

EDUCATIONAL OUTCOMES

The educational outcomes to be addressed in this study focus on time spent in inclusive settings with nondisabled peers; quality and progress of IEP goals; quality and progress of individual instructional programs which are directly linked to IEP goals.

Other outcomes, which are expressed as management issues, include staff and student schedules which document instruction across natural settings and activities; evidence of data collection and summary for individual student programs, and teaming with classroom teachers and school based teams as denoted by team meeting agendas and regular classroom teacher contact.

The student outcomes addressing IEP goals and individual student instructional programs indicate a general upward trend across all rural sites which had ongoing review data. An upward trend was also noted across these sites in the percent of time students were spending in inclusive settings with their nondisabled peers. See Table 4 and 5 for a detailed view of these findings. This analysis included data from the first review for each site and the final review during the last year of the project.

Table 4

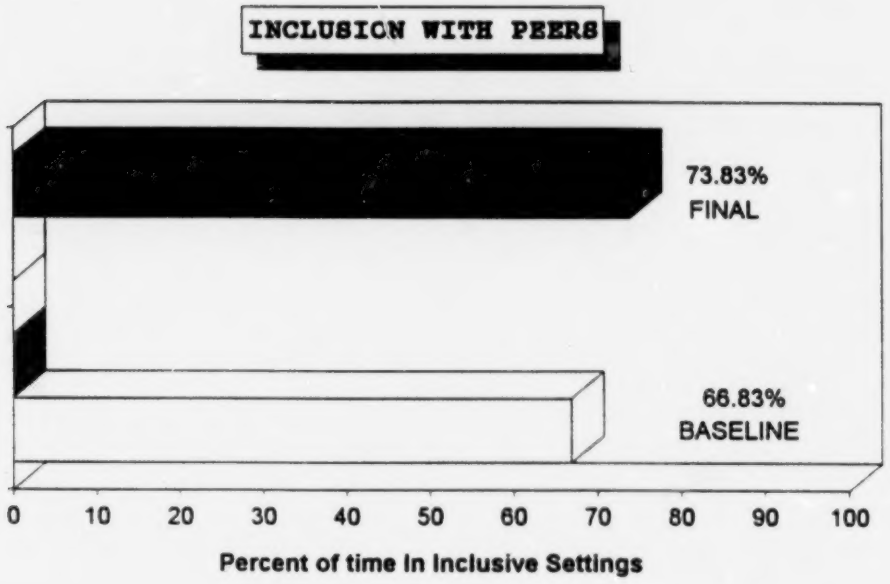
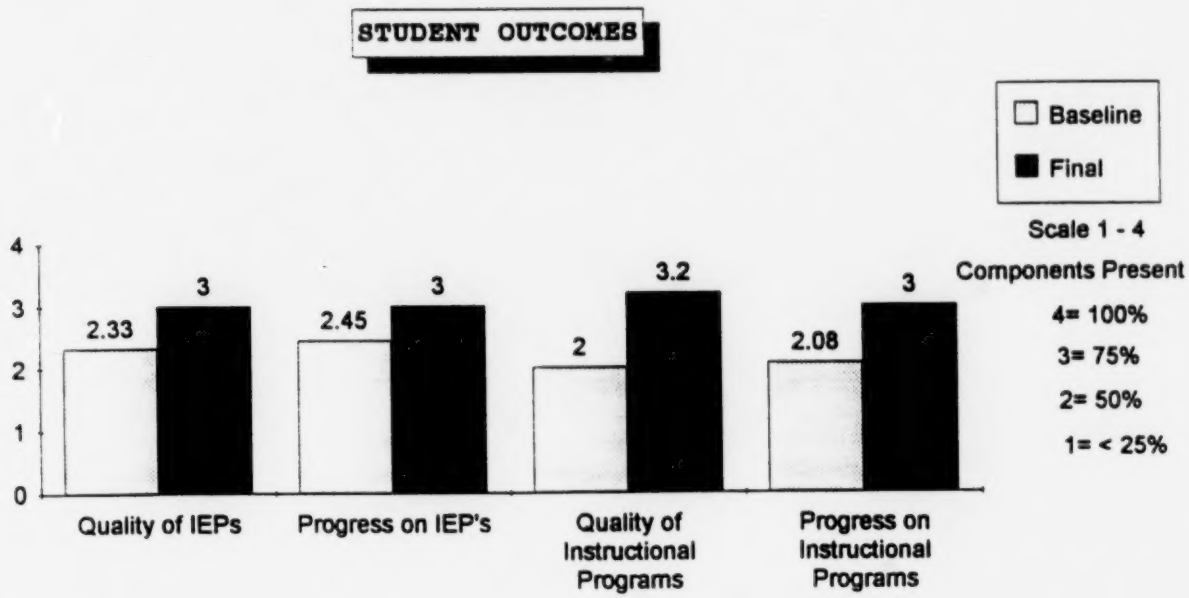
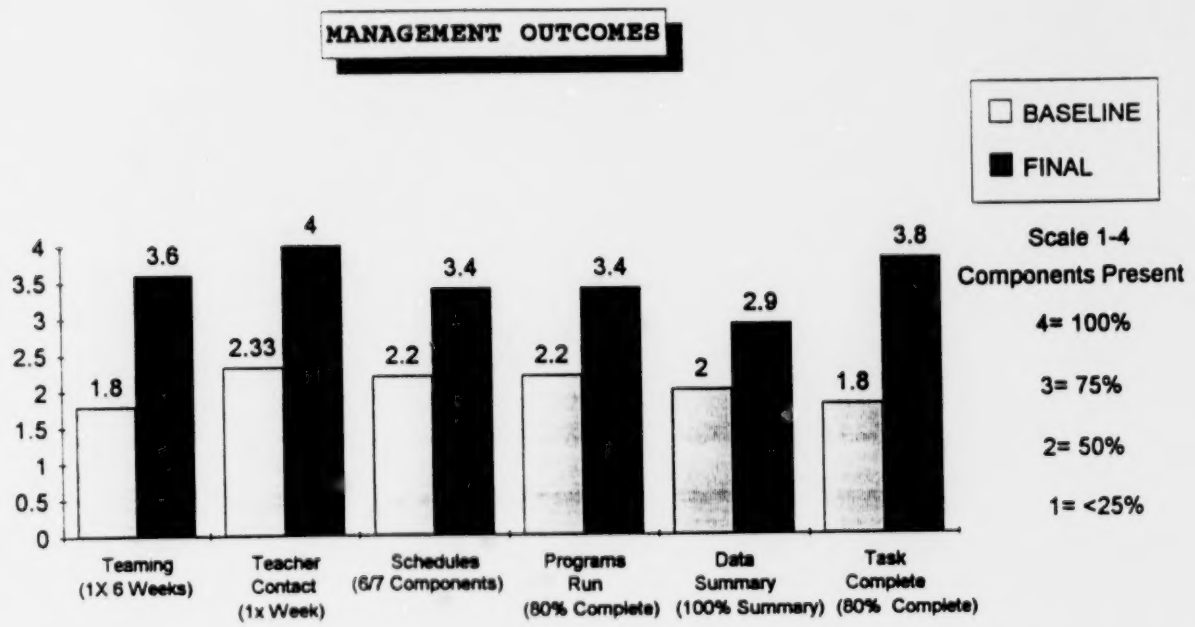


Table 5



The management and structural outcomes also displayed a general upward trend from baseline to final review across all participating rural sites. This trend is depicted in Table 6.

Table 6



DISCUSSION

The available data seems to indicate that service delivery patterns and differential job duties of rural educational personnel did not impact on the educational outcomes of students with severe disabilities in participating sites.

While service delivery patterns of teachers and related servers may not have influenced the educational outcomes as measured in participated sites, several questions remain to be addressed. First, what are the critical variables which are associated with quality of education in rural sites for students with severe disabilities. Several studies have reinforced at least one factor which may have a more direct link to these outcomes.

Effective teaming and collaboration at the individual school level is cited by several authors as having an impact on student outcomes in rural, urban and suburban areas, in inner city and isolated farming communities (Rainforth, York, & Macdonald, 1992; Stainback & Stainback, 1990). Certainly one variable that significantly contributed to the effective teaming and collaboration across the rural elementary schools was the type and level of support received by general education staff from the special educator. In these school,s special education personnel were viewed as accessible and competent professionals, capable of providing the necessary assistance to ensure success in the classroom. This is particularly important because much of the support was provided through brief, informal, on-the-spot collaboration between the involved general-special education teacher teams (McDonnell, et al, 1991). Another form of teaming, cooperative learning and cooperative instructional groups are advocated by Johnson & Johnson, 1993 as impacting on outcomes for all students, including those with severe disabilities.

Although the evaluation data presented in this paper strongly support these findings, some limitations must be considered in their interpretation. The data were produced as part of the formative and summative evaluation of a model dissemination program, not as part of a controlled research study. For this reason, any conclusions concerning the impact of rural service delivery patterns and differential job duties educational on educational outcomes for elementary students with severe disabilities must be drawn with caution. The relatively small number of sites initially participating in the model limits generalization to the larger universe of students with severe disabilities in rural communities. A related issue is that many schools participating with the UEID Project were selected on the basis of their willingness to comply with model elements, and are not necessarily representative of other elementary schools (See McDonnell, et. al., 1991).

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UTAH ELEMENTARY INTEGRATION DISSEMINATION IMPLEMENTATION CHECKLIST

CLASSROOM REVIEW

School _____

Teacher _____

District _____

Principal _____

Date of Site Implementation _____

School Year _____

REVIEW DATES _____ _____ _____ _____

Component	met total	%	met total	%	met total	%	met total	%
Student Outcomes								
Staff Outcomes								
Classroom Processes								
Total								

REVIEW TEAM _____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

This UEID Implementation Checklist is an adaptation and extension of checklists developed by:
1) The Oregon High School Project, University of Oregon, Eugene, Oregon;
2) The Utah Community-Based Transition Project, University of Utah, Salt Lake City, Utah;
and 3) The Early Intervention Program, Division of Social Services to the handicapped, State of Utah, Salt Lake City, Utah.

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UTAH ELEMENTARY INTEGRATION IMPLEMENTATION CHECKLIST

STATUS KEY
4 = Meets Standard As Stated
3 = Progress Noted to Achieve Standard
2 = Improvement Needed to Achieve Standard
1 = Standard not demonstrated

Site: _____ Date: _____

NO.	MODEL ELEMENT	DATA SOURCE	STANDARD	STATUS 1	2	3	4	COMMENTS	Yr. Applic.
Focus Area: Student Outcomes									
1.1	Progress on IEP Goals	Four randomly selected files	Progress on IEP goals will be evidenced by an increasing number of short-term objectives : 1. in training; 2. at criterion; or 3. in maintenance each quarter						1
1.2	Progress on Instructional Programs	Ten randomly selected instructional programs	100% of reviewed programs meet progress or modification criteria given below: 1. At least 90% of reviewed programs demonstrate data-based progress toward IEP objectives through : a. completion of phases, steps, or the entire instructional program, or b. Decreasing assistance or prompts. 2. If data doe not indicate progress (no more than 10% of programs), then programs will reflect systematic data-based modification of program within: a. 5 sessions if low rate of correct responding or no progress; b. 10 sessions if fluctuating data with not overall trend for progress; c. 3 sessions if weekly probe data is taken with no overall trend for progress.						2

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NO.	MODEL ELEMENT	DATA SOURCE	STANDARD	STATUS 1	2	3	4	COMMENTS	Yr. Applic.
1.3	Time in inclusive settings	In-school log of student activities	Each student will spend a min. of 75% of their school time per week in any combination of the following inclusive settings: 1. Time in regular education homeroom: Appropriate activities for integration will be specified on the student's IEP. Special Education staff will provide support as needed to make integration successful. 2. Time with non-disabled peers: This time can include: time with peer or cross-age tutors in any school supervised setting. 3. Time in out-of-class instruction (does <u>not</u> include time in "pull out" instruction): Out-of-classroom instruction refers to IEP-based instruction that is conducted in settings other than in the student's regular education or special education classrooms. Examples include community-based instruction, such as street crossing, and purchasing in a store, while school-based instructional/setting may include working in the library as a library aide.						1

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Site: _____ Date: _____

NO.	MODEL ELEMENT	DATA SOURCE	STANDARD	STATUS 1	2	3	4	COMMENTS	Yr. Applic.
1.4	Out-of-school contacts with non-handicapped peers	Outside school activities log	Each student will participate in at least 2 out-of-school activities with a non-handicapped peer (non-sibling) per month. Peers must be within 3 chronological years of age. These contacts may include: 1. structured activities, such as girl/boy scouts, soccer team, or a church group; 2. unstructured activities such as playing with a neighborhood child(ren) at the child's home, or playing on swings with another friend in the park.						3
1.5	Percent of scheduled instructional programs implemented	Instructional programming cover sheet	Each student will have at least 80% of scheduled instructional sessions implemented across instructional programs. Instructional sessions missed due to student absences and irregular unscheduled regular education homeroom activities should be excluded from sessions run and sessions scheduled.						2

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Site: _____ Date: _____

NO.	MODEL ELEMENT	DATA SOURCE	STANDARD	STATUS 1	2	3	4	COMMENTS	Yr. Applic.
Focus Area: Staff Outcomes									
2.1	Age-appropriateness	Review team's analysis of classroom	Classroom decor, organization, and instructional materials and activities are appropriate for the chronological age of the students and to the regular elementary school setting.						1
2.2	Design of Instructional Programs	Program file review	At least 90% of reviewed programs will include: 1. A complete behavioral objective which corresponds directly to the IEP; 2. A description of instructional materials and settings; 3. An instructional analysis detailing the process for taking learner from initial performance to final performance objective; 4. Specific teaching procedures which should include antecedents, reinforcement, and error correction procedures; 5. The instructional analysis and teaching procedures supply sufficient variation for generalization, and give attention to performance within the natural environmental settings for maintenance; 6. The response topography is similar to that which is demanded/required in actual environments;						2

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Site: _____ Date: _____

NO.	MODEL ELEMENT	DATA SOURCE	STANDARD	STATUS 1	2	3	4	COMMENTS	Yr. Applic.
2.2 (cont)	Design of instructional Programs		7. Programs provide for systematic fading of response prompting and if appropriate, artificial reinforcement; 8. Skills and activities are appropriately cross-referenced; 9. The data collection system: a. is appropriate for the objective b. assesses performance frequently enough for instructional decisions and 10. The data is summarized for data-based decisions.						
2.3	Design of Behavior Management Programs	Student Program File	Each written behavior program should include: 1. A complete behavioral objective; 2. Evidence of the selection of the least intrusive, but effective intervention strategy, based on assessment information; 3. A specific description of intervention strategies; 4. Procedures for fading intervention strategies; 5. A data collection and summation system for measuring student progress 6. Informed written consent by the student's parents prior to the use of any aversive procedure, as well as written approval by the districts Review Board (if applicable).						2/3, based on year teacher receiv'd training.

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NO.	MODEL ELEMENT	DATA SOURCE	STANDARD	STATUS 1	2	3	4	COMMENTS	Yr. Applic.
2.4	Instructional Delivery	Observation of teacher and/or assistants using structured observation form (may be supplied by district)	Observation of instructional sessions indicate: 1. A direct correlation to written instructional programs in presentation of antecedents, reinforcers, and corrections at least 90% of opportunities. 2. Students are actively engaged in instructional activities at least 75% of the time, across students;. 3. Pacing of instruction and rotation of attention among students is appropriate. 4. I se of behavior management strategies is appropriated. 5. I nless scheduled mass practice or activity objective, skills are taught in concurrent fashion with varied sequencing of trials.						2
2.5	Skills taught within Functional Activities	Review of IEP, student schedule, observation, and instructional program	All skill-based objectives from the IEP are taught in at least 2 functional activities, in addition to mass practice or discrete trail sessions. During acquisition, probe data is taken on skill performance in at least 1 activity per week.						2
2.6	Instruction of skills across multiple settings	Review of IEP, student schedule, observation, and instructional program	Instruction of skill-based goals will take place in at least 2 different natural performance settings. Instruction must be demonstrated through scheduling across those settings, with data reflecting instructional performance.						2

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NO.	MODEL ELEMENT	DATA SOURCE	STANDARD	STATUS 1	2	3	4	COMMENTS	Yr. Applic.
2.7	Management of Instructional Programs	Program file/clipboard cover sheet	Program management and data system components for all instructional and behavior management programs include: Up to date record and summary of the % of scheduled instructional programs run.						2
2.8	Scheduled Weekly Task Completed	Teacher Master Calendar or alternate system of teachers choice	Classroom staff complete an average of 80% or more of scheduled weekly tasks.						2
2.9	Teacher - Parent Contact	Home contact log	Classroom staff will have phone/personal contact with each student's parent(s) or guardian(s) at least monthly.						2
2.10	Contact with Regular Educators	Homeroom teacher contact log, completed Homeroom Teacher Satisfaction Form	Two factors will be reviewed as a function of this outcome: 1. Classroom staff will have contact with all regular education homeroom teachers at least weekly. 2. Classroom staff will directly obtain feedback on student performance in the homeroom and teacher satisfaction with program support of student at least quarterly.						1

UTAH ELEMENTARY INTEGRATION IMPLEMENTATION CHECKLIST

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NO.	MODEL ELEMENT	DATA SOURCE	STANDARD	STATUS 1	2	3	4	COMMENTS	Yr. Applic.
2.11	Regular Education Homeroom Teacher Satisfaction	Homeroom Teacher Satisfaction Forms	Two factors will be reviewed as a function of this outcome: 1. Average quarterly homeroom teacher ratings of student performance are at or above 3 on a 5-point scale. 2. Average quarterly homeroom satisfaction rating with program support of students are at or above 4 on a 5-point scale.						1
2.12	Activity-based I.E.P. Goals	4 randomly chosen student I.E.P.'s	100% of the 4 randomly chosen student I.E.P.'s will contain functional activities from 1 or more of the activity-based domains of a functional curriculum. The minimum number of activity-based goals will be determined by the student's grade level: K - 3rd, at least 1 activity goal; 4th - 6th, at least 2 activity goals.						2

Focus Area: Classroom Process

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3.1	Parent Orientation	Orientation agenda and teacher or principal/supervisor's report (review only at the end of spring quarter)	A parent orientation to the Curriculum Catalog, IEP procedures, and regular education homerooms is conducted annually. The orientation will include a: 1. Rationale for regular education homerooms, description of opportunities and support for student and teacher; 2. Rationale for curriculum orientation; 3. Description of the Curriculum Catalog; 4. Description of parent role in the IEP process, including practice in use of the Curriculum Catalog.						1
3.2	Elements of the IEP's	Four randomly chosen IEP's/files	All IEP's will include: 1. A statement of current level of functioning that summarizes student performance and includes recommendations for continuation of goals from previous IEP's (as needed). 2. Teacher IEP worksheet that includes the prioritized listing of annual goals negotiated with parents during the IEP meeting.						2

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3.2 (cont)	Elements of the IEP's		3. The cross-referencing of identified skill goals to functional activities. 4. Short-term objectives (at least 2 per IEP goal) which include: a. conditions under which performance is expected; b. specifications of desired behavior or response; c. criteria for acceptable performance. 5. Specifications of timelines and responsibilities for implemented goals, including consultation time; 6. Appropriate evaluation procedures of sufficient frequency to ensure progress or timely modifications; 7. Inclusion of all information required by state or Federal statue, including identification of related services and anticipated level of participation in regular education class. Furthermore, each goal for these activities must be written in terms of at least 1 of the following performance outcomes: 1. acquisition/mastery; 2. partial participation; 3. maintenance; 4. generalization , including expanded or enhanced performance.						2

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3.3	Student and Staff Schedules	Individual student schedules; individual staff schedules and/or classroom schedules.	Individual student schedule, individual staff schedule, and master classroom schedule are: 1. Current and posted; 2. Show student instructional programs assigned to various time slots and staff/tutor responsible for implementation; 3. Show integrated time in the regular education homeroom class, and IEP-based instructional programming throughout the school day. 4. Reflected a sequence of activities that are consistent with common performance patterns of children without disabilities **Individual student schedules will also include:** 5. Location of instruction for each time period; 6. Recommended positioning, toileting, and/or medication times (if needed); 7. Skills taught in a least 2 different settings per day; 8. Times that the skill or activity objectives will be worked on informally in addition to the other scheduled objectives.						2

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3.3 (cont)	Student and staff schedules		**Individual staff schedules will also include:** 9. Before/after school responsibilities; 10. Time for consultation, observation, assisting, or observations in the regular education homeroom and team meetings.						
3.4	Task Delegation and Monitoring	Teacher master calendar (or alternate system of teacher's choice)	The Teacher Master Calendar is: 1. Current and posted; 2. Includes the following: a. Classroom, building, and district meetings; b. Pre-assessment, Pre-IEP, IEP and Transition Meetings c. Peer tutor orientation/training; d. Development of instructional programs; e. Development of instructional materials; f. Surveys and other UEI evaluations (SIB's, logs); g. Transdisciplinary team meetings						Entire stand.- Year 3 2a) - 1 2b) - 1 2c) - 2 2d) - 2 2e) - 1 2f) - 2 2g) - 2 2h) - 2 2i) - 2 2j) - 2 3 -- 2

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3.5	Transdisciplinary Team Meetings	Meetings Minutes	Transdisciplinary team meetings: 1. Serve to review progress/problems for individual students as a team at least once every 6 weeks; 2. Include a review of planned activities and deadlines from previous meetings; future responsibilities and deadlines to be completed by team members. NOTE: If paraprofessionals are unable to attend transdisciplinary team meetings, the teacher holds a classroom planning/feedback meetings with these individuals at least twice a month.						3